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ABSTRACT

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this third section (4.3) of Module 4 (Planning) explores some possibilities in developing schedules which will enhance the potential of career education. (The other three sections of module 4 deal with planning for curriculum infusion, resource allocation, and community involvement. Module 4 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 4.3 contains two lessons. The content of Lesson 1 is directed toward elementary school administrators. It contains various scheduling considerations for the infusion, the use of community personnel at the schools, and schedules which can accommodate off-campus activities. The content of Lesson 2 is directed toward the intermediate and secondary school administrators with the goal of achieving awareness of possible scheduling problems in secondary schools which may affect career education activities and of recognizing possible solutions. The reading selection for this module discusses the opening of the self-contained classroom. Eleven examples of schedules and a brief bibliography on scheduling are included. (TA)

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CAREER EDUCATION
ADMINISTRATORS AND COUNSELORS
IMPLEMENTATION MODEL

PHASE IV, HAWAII CAREER DEVELOPMENT CONTINUUM PROJECT

"Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii"

MODULE IV--PLANNING
(4.3) PLANS FOR SCHEDULING

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College of Education, University of Hawaii
Office of Instructional Services, Department of Education
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Hawaii Career Development Continuum, K-14

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PROJECT OVERVIEW

The overall plan for the development of Career Education in the state of Hawaii was conceived as the Hawaii Career Development Continuum Project. To date the continuum consists of the following phases:

PHASE I (1972) - Development of a Continuum for Career Development K-12.

PHASE II (1972-73) - Development of Curriculum Guides K-12 and an ETV series for grades 4-6.

PHASE III (1974-75) - Development of teacher education models and training of teacher cadre, etc.

PHASE IV (1975-76) - Development of model and materials for counselors and administrators.

As can be seen, Phase IV was designated as the training component for administrators and counselors.

The initial segment of Phase IV was to develop a model to characterize the training procedures. The next task was to collect and/or develop a set of materials for each module of the training program. The initial set of materials is designed to present the administrators and counselors an opportunity to seriously examine Career Education and its implications for their institutional roles. The balance of the materials tend to focus on the various administrative functions which affect implementation of Career Education.

The series of documents comprise the materials for an in-service program for a variety of administrative positions at the school and district level. There is a certain flexibility since the materials are designed to be used as a group inservice or a self-learning system.

Program Organization

There are six (6) modules for administrators, four (4) for counselors in the phase. The first two are common while the balance are specific to either counselors or administrators. The modules are:

Module I--Information

Module II--Orientation

Module III--Teacher Information and Orientation for Administrators

3.1 Identify Change Strategy

Module IV--Planning

4.1 Develop Plans for Curriculum Preparation and Infusion

4.2 Plans for Resource Allocation

4.3 Plans for Scheduling

4.4 Plans for Community Involvement

Module V--Implementation

5.1 Supervision of Teaching

5.2 Curriculum Evaluation

Module VI--Evaluation of Career Education (Administrator)

Module VII--Develop and Implement Needs Assessment

Module VIII--Implementation

8.1 Preparation and Evaluation of Counselor Material

8.2 Consultation to School Personnel

8.3 Integration of Coordination of School and Community Resources

Each module has a similar format. A short introduction provides an overview of the material to be covered, and a set of goals which are to be addressed in the module. In the common modules a time frame and a description of the materials are suggested for use with each goal statement.

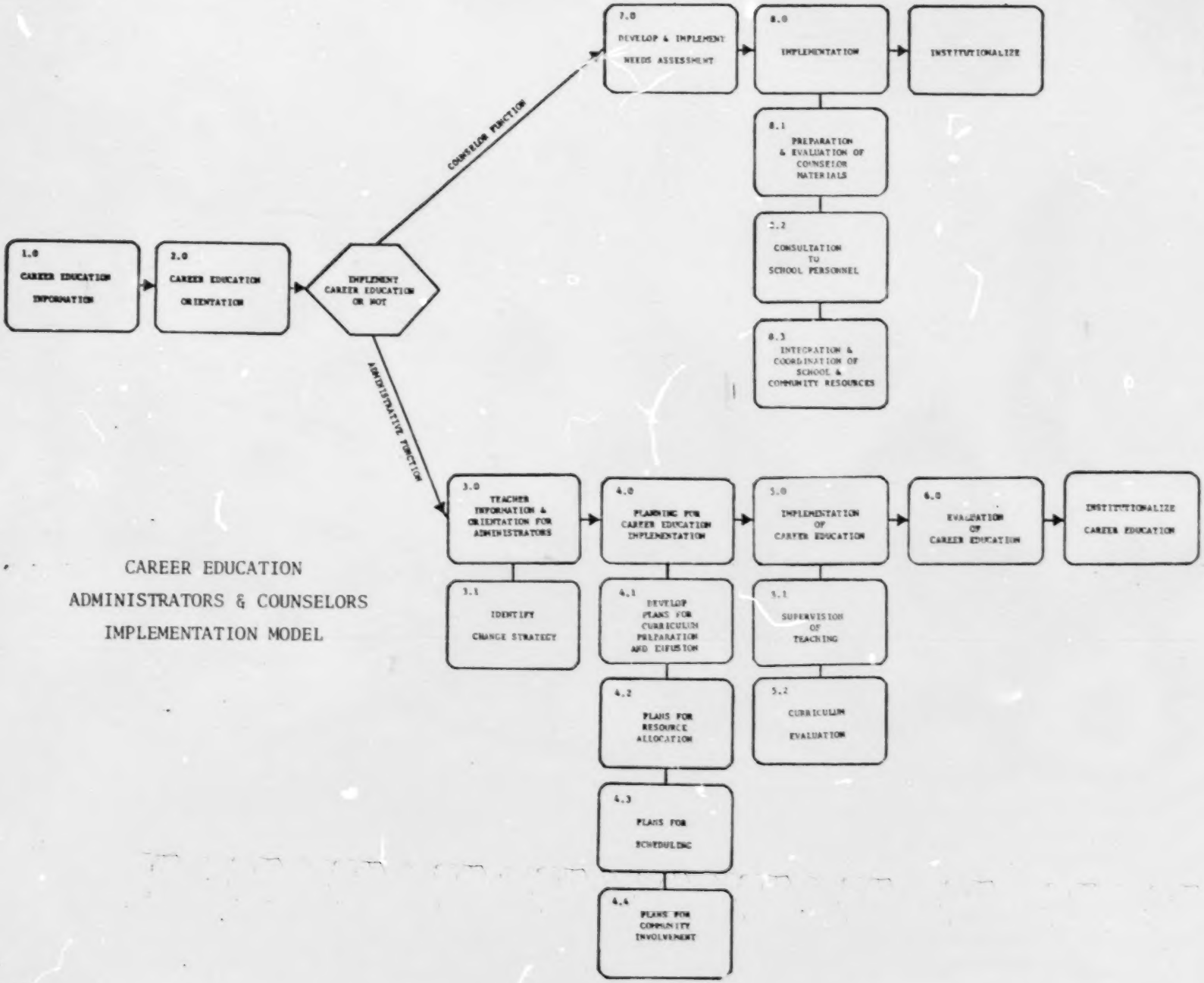
In the administrator and counselor specific modules a lesson format is suggested, since the use of these materials may vary widely from situation to situation.

In addition, there are specific comments for use by a workshop facilitator, instructor, etc., for those lessons where such teaching suggestions are appropriate. Several of the modules contain simulations or other learning activities to reinforce the appropriate goal statement.

Each module has supplementary readings which can be duplicated and handed to the participants either prior to or during the workshop. When there is a time frame for a module, the estimated time has included a period for perusal of the article during the workshop. If the materials are read in advance, the time estimates should be adjusted accordingly. A bibliography is also attached for those modules where it is appropriate.

Again, it should be noted that this set of materials is a guide to training administrators and counselors in the implementation of career education. It is not a prescription which should be followed unwaveringly. Some modules may be inappropriate for certain groups. It is the responsibility of the workshop facilitator to consider the individual differences within and between groups and to gauge the presentations accordingly.

It should further be noted that this implementation program is based upon the notion that there will be a time span between the end of one module and the beginning of the next. Since the entire program would take twenty to thirty hours at a minimum, and given the workshop regulations of the Department of Education, that would be a logical supposition.



CAREER EDUCATION

ADMINISTRATORS & COUNSELORS

IMPLEMENTATION MODEL

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PLANNING MODULE

Plans for Scheduling

Career education has various levels of participation, beginning with classroom infusion, special speakers from industry and the professions, field trips to various places, extern experiences, and finally a curriculum established around experience based learning activities. Each level of participation has its own scheduling considerations which range from basically a traditional schedule in the infusion phase to a very flexible schedule for an experience based curriculum.

In addition, the problems of scheduling career education activities vary by the level of schooling. For instance, a field trip taken by a self-contained elementary school class does not require the scheduling technicalities that are necessary to coordinate the same activity in an intermediate or high school. In the secondary schools, the degree of cooperation between teachers may become a factor which must be accommodated by the scheduling mechanism.

This module explores some of the possibilities in developing schedules which will enhance the potential of career education. There are two lessons, one for the elementary schools and one for the secondary schools. After completing the lessons, the reader should:

1. Be able to identify possible scheduling problems which will have an effect on the incorporation of career education into a school.

2. Be able to recognize and utilize scheduling techniques suitable for remedying the problems so identified.

Lesson 1

Elementary School Scheduling

The content of Lesson 1 is directed toward elementary school administrators. It contains various scheduling considerations for the infusion, the use of community personnel at the schools, and schedules which can accommodate off-campus activities.

Goal: Be able to identify possible scheduling problems which will have an effect on the incorporation of career education into a school.

Content

Scheduling the instructional program may be defined as developing a plan for the efficient and effective utilization of instructional time. The following model would be appropriate for describing the considerations necessary to create the efficient use of instructional time.(Figure 1).

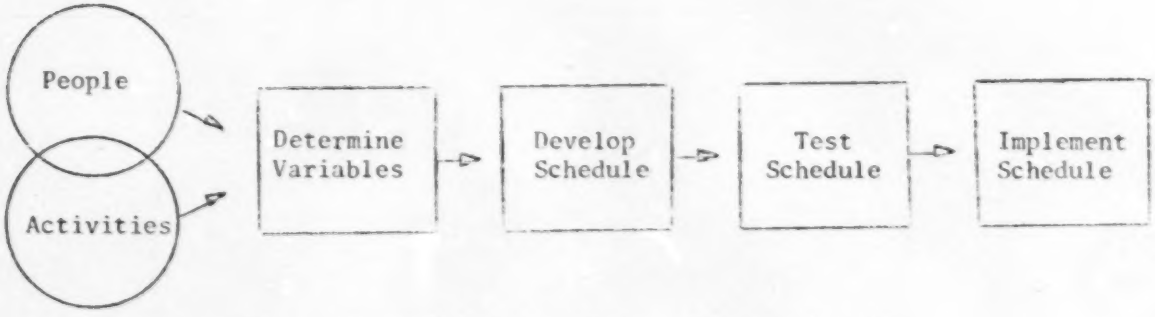

Figure 1: A Model for Instructional Scheduling

The intersection of the circles marked people and activities is the key to scheduling. This is particularly true with schedules which accommodate career education activities.

Each elementary principal and his staff must understand the various components of career education well enough to see the various possibilities. The principal and staff must decide on the degree to which they are going to infuse career education. The possibilities range from infusion in one grade level (or even one class in a grade level), with one subject area (math for instance) to infusion for every student and in all subject areas. Each of these approaches presents a different set of scheduling problems for the administrator.

Infusion of career education to an entire grade level and in several subject areas will mean a series of interactions between the teachers and the principal. On one hand, there will need to be some teaming activities such as when an outside speaker(s) comes to the school. The principal who would have an outside

person, from the telephone company for instance, to come to the school, three different times to meet with each of three classes is courting disaster for the community based portion of the career education curriculum. Time is valuable to these people and they will resent doing the same activity three times. What is necessary is to structure part of the presentation to the entire group (which will necessitate a large physical facility such as the gym or cafetorium, etc.), while leaving time for each teacher to also have some small group time with the employee. The scheduling problem is obvious. The large area must be cleared of other scheduled activities, a system of time sharing after the large presentation will have to be created. Since each teacher would undoubtedly prefer to have the immediate reinforcement of the small group, a method for adjusting these problems will have to be arranged. If there are special subject teachers involved, they will have to be rescheduled.

The scheduling problem becomes more intricate when teachers wish to enlarge the walls of the classroom to encompass career information opportunities in the community. In this case the problem may be enlarged by factors of size again. Also in the upper elementary grades the fact that not all students will be interested in going to the same business or profession makes it necessary to provide multiple concurrent opportunities. This will entail a scheduling structure which will accommodate these activities.

There are several schedules which can conveniently accommodate the concerns of elementary principals vis-a-vis career education. While it would be impossible to list all of the options, it would appear that a schedule which has the following characteristics would be necessary.

A. Provide for flexible time blocks by classroom for various career education (as well as other) activities.

B. Provide flexible time blocks by grade level for large group presentations by community resource people.

C. In non-three-on-two classrooms provision should be made to supervise students who do not participate in particular occupational visitations. In three-on-two classrooms it would be feasible to have one teacher work with students who remain in a classroom.

D. In some departmentalized schools a floating period for activities (including those in career education) will be an advantage. The floating period could either be fixed or on a demand basis with a suitable lead time requirement.

A sample of typical schedules from elementary schools in the Honolulu district have been included as an appendix to this module so that they can be used for comparison purposes. Several of them include at least one extended time period during the day which could be adapted for certain career education activities as needed.

This module also includes an article which describes how the elementary classroom might be opened to make the schedule more flexible. While it is not addressed to career education, the concept is germane.

Lesson 2

Secondary School Scheduling

The content of Lesson 2 is directed toward the intermediate and secondary schools. The major scheduling problem undoubtedly will result from the students who will leave the campus for the exploratory and preparation phase of career education. Creative scheduling will be necessary to successfully accomplish this activity.

Goal: To be aware of possible scheduling problems in secondary schools which may affect career education activities and to recognize possible solutions.

Content

Scheduling for career education activities in the secondary schools may or may not present a complex problem. Infusion activities carried out in the various classrooms, or course, do not require special scheduling considerations. However, if one examines the Hawaii Career Education Continuum, it becomes apparent that in the exploration and preparation phases infusion alone will not fulfill the promise of career education. Exploration is what the term implies, and it suggests a school system whose parameters have expanded to include portions of the community as part of the instruction and resource. That becomes even more ture in the preparation phase of the program.

In the exploration portion of the Career Education Continuum, which begins in the upper elementary grades and continues through the intermediate grades, activities which stress career seeking, predominate. This means that a schedule which will accommodate the student being away from the campus once every week or two weeks will be necessary. The amount of time will vary depending upon the location of the school, the career possibilities to be explored, transportation, etc. Schools may vary in the length of time needed from a double period to one-half day. The schedule may be a demand schedule which would make provision for doubling the time of a particular section by exchanging a double period of, for example, history-English with history being double time one week and English the next. For intermediate schools this would resemble the "core" programs which were in great favor a generation ago, and which may return as a method for implementing career education (see the schedule designated as number 4 in the appendix).

At the senior high level provision should be made for certain students to have extended absence from the school building. A number of scheduling techniques can be employed for this purpose. A master schedule with student-generated individual schedules have been used in a number of school districts. In this system the computer generates a number of larger group, small group, seminar and individual class modules, and students develop their own schedule for the week and turn it in to school officials (see schedules 5 and 7 in the appendix). The student could opt for an exploration or externship as part of his schedule.

Several types of secondary school schedules are included in the appendix. Each has its advantages for certain aspects of career education. These are noted in the chart accompanying the schedules. The goal of this lesson was to be aware of possible scheduling problems and recognize possible solutions. With the data presented, it should be possible to accomplish that task.

Schedule Analysis

Definition. The utilization of time is concerned with the time of people and activities.

Schema

PEOPLE: The different populations affected are the administrators, staff including the professional and non-professional, students, parents, community, state and district personnel.

ACTIVITIES: Activities are basically of two types--the on-site and the off-site activities. On-site activities are the career days, resource speakers, assemblies, films, group and individual guidance activities.

Off-site activities are described as the field trips, work stations, travel, visitations and interviews.

VARIABLES: Timeliness--the availability of resources, weather conditions, applications, traffic, unit preparation

Time--bell schedule, school calendar, fiscal calendar, length of term, class schedules, release time, block of time

Appropriateness--age of group, size of group, objectives, health and safety, supervision

Communications--inter-school, district and state, school andhome, school-activity site personnel

Facilities--people and activity requirements, safety, supervision

Legal aspects--insurance, BOE-HSTA Agreement, permission and approvals, HCEA Contract, OSHA, liability, supervision

Cost--hardware and software, transportation, meals

Examples of Schedules

	Pros	Cons
Traditional (Schedule 7)	suitable for student release time	infringes on other class time non-accommodating for people and/or activity requirements
Modified Double Period (Schedule 8)	double periods are suitable for people and activities requiring longer block time	schedule if fixed so activity and people must adjust to the schedule

	Pros	Cons
	does not infringe on other class time	restricts teacher orientation and/or preparation time
Flexible Activity (Schedules 10 and 11)	provides common block of time for staff meetings, orientation, planning	
	provides teacher prep within the regular 6 period schedule	
	accommodates release time for students	daily periods vary
	provides a block of time for people and/or activity	time may not be long enough
	meets BOE-HSTA Agreetment	the school day for student is lengthened
	meets accreditation team recommendations	bussing schedule must be changed
	does not infringe upon other class time	easy exodus for students
	Accommodates teacher supervision for activities	

Teaching Tip

The data presented previously should raise additional questions relative to scheduling techniques, which may tend to discourage administrators from moving into career education. Skillful handling of the discussion should include reference to the challenge involved involved in organizing scheduling. Group problem solving should play an important part in this lesson.

Activity 1

Focus a group of administrators from high or intermediate school and have them generate a list of scheduling problems that a career education program might create. Then have the group share perceptions on schedules which would minimize them.

READING

&

APPENDICES

LET'S OPEN THE SELF-CONTAINED CLASSROOM

Mitsuo Adachi

The current focus in educational innovation is the open classroom. To individualize, the open classroom is necessary. To team teach, large classrooms with no walls are a must. To accomplish both, a center which houses 500 to 600 students under one roof with no partitions is highly desirable. In this mood for change, the self-contained classroom and the self-contained classroom teacher seem far removed from the movement toward the open-school concept.

There is no doubt that the movement for the open classroom has enhanced creativity and innovations into the organizational pattern as well as the curriculum of the schools. However, we must also face up to the reality that the self-contained classroom will be with us for many decades. The economic factors affecting school financing are real and serious. There will be no wholesale removal of the self-contained classroom.

The self-contained classroom is associated with rigidity and tightness of the time block allotted to the different subject content. We are also given the impression that the self-contained classroom is void of the "most powerful single concept presently being applied to schools for children," that is, the open classroom. In contrast, the open classroom is said to have flexibility in scheduling with time blocks being developed according to the task at hand. This means that there is not the set time block for mathematics, language arts, and other subject areas. The magnitude of a job is the determiner of the number of minutes students will be given to spend on the task.

The national concern to return to the basics may be indirectly related to the desire of many people to return to the concept of the little old red schoolhouse, that is, in the mode of the self-contained classroom. It is not the purpose of this article to give credence to such a movement through the perpetuation of the self-contained classroom. However, the realities must be faced. The self-contained classrooms will be with us. There is a need, however, to examine the use of the self-contained classrooms to meet the mounting problems of non-achievement in the academic areas. There is also the serious problem of improving the self-concept of the low achieving students in the self-contained classrooms.

This article will be concerned with improving the organizational pattern of the self-contained classroom as it relates to the time structure of the daily and weekly schedule. As a coordinator of the student teaching program, the writer is very closely associated with the public schools and has observed student teachers in open, as well as in self-contained, classrooms. Observations of classroom activities in both open classroom and self-contained situations indicate, however, that flexibility and good teaching are still evident in the self-contained classrooms and that structure and rigidity are not totally absent in the open classroom. The self-contained classroom is more open than many of us realize.

The writer observed the following language arts activity in a self-contained classroom. The objectives of the lesson were tied in to creative writing with the culminating activity involving the production of a newsletter. The classroom activities began at 11:00 a.m. and continued until noon, the normal lunch break. At lunch, the student teacher asked the writer whether he was available to continue the observation of the culminating activity which was planned for 1:30 in the afternoon. She stated that the regular schedule had been altered so that students would carry on the newsletter activity immediately after lunch, continuing until school ended for the day.

The writer had noted the enthusiasm of the students at the lunch line, especially as they discussed setting up the printing equipment (obtained from a science program) to run the newsletter. Flexibility in scheduling, allowing the teacher to continue the activity and take advantage of the

motivation of the students in this self-contained situation, was a pleasant change from the structured time block. The writer noted that the students would be involved in the newsletter activity for approximately two and a half hours.

In a team-teaching and open-classroom situation, the writer observed another student teacher in a forty-minute art activity block. Just at the stage where the data indicated great enthusiasm by the students for the art activity, the writer saw twenty students *waiting* to enter the art activity area for their block of time in art. Needless to say, the teacher rushed through with the closing of the lesson because another teacher was waiting for her students.

The current concern for the low scores in reading and mathematics call for prescriptive and diagnostic techniques by the classroom teacher. In a team-teaching situation, it is possible for one teacher on the team to take the responsibility for implementing a program ministering to the students experiencing learning difficulties. The teacher in the self-contained classroom, too, although alone with a myriad of problems, can meet the problem of learning difficulties through a more flexible daily schedule. Forty minutes for mathematics daily, for example, is not the solution. A longer time block for mathematics is necessary for the teacher in the self-contained classroom working with students experiencing learning difficulties.

The writer was privileged to observe, for seventy-five minutes, a mathematics class of fourth graders in a self-contained classroom. There were three ability groups. What was significant was that the lower-ability students had the full attention of the teacher with the extended time. While the capable students were engaged in reinforcement or enrichment activities, the teacher was able to spend time with each of the lower-ability students experiencing learning difficulties. The teacher of this self-contained classroom scheduled mathematics for three days of the week.

It seems that successful reading programs for the low-achieving students have one consistent factor. It is the personal, one-to-one, scheduled conference between the teacher and the student for a minimum of ten minutes weekly. The traditional classroom schedule, because of its rigid adherence to short time modules, will not permit the scheduling of these conferences. A longer time module is needed so that conferences can be conducted in the subject area time block. Such conferences then become more relevant. Such conferences can do much to enhance the positive self-concept of the students.

Peer tutoring, independent study, and other innovative techniques associated with the open classroom are possible in the self-contained classroom. Peer tutoring especially should be a part of the self-contained classroom operation. What is evident as the students teach their peers is that because teaching requires verbalization, the tutors are able to internalize the learning as they teach so that for the tutors, additional reinforcement activities will not be necessary.

No doubt, the teacher in the self-contained classroom will be challenged to sense the mood of the students more intensively when blocked schedules as such are not part of the daily schedule. However, there is the concern of a teacher being carried away and spending too much time in the subject areas of his strength and relegating other subject areas to lesser roles. It is important, therefore, that the teachers in the self-contained classrooms operating on "open" time modules use their professional judgment to maintain a balanced curriculum.

The self-contained classroom and the self-contained classroom teacher have much to offer in implementing the current curriculum and organizational innovations. This is not to say that we should perpetuate the self-contained classroom. However, in the interim before schools for tomorrow become a reality, we cannot relegate the self-contained classroom to a second-class status in terms of material and personnel input. There is much that the self-contained classroom and the self-contained teacher can do to achieve the openness and flexibility of the open classroom.

In conclusion, a flexible time schedule for creating the "open" self-contained classroom is offered for consideration by teachers and administrators who work in the self-contained setting. No doubt, other effective and tested models exist. It is hoped

FIGURE 1
OPEN SELF-CONTAINED CLASSROOM
Weekly Schedule

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>8:00-8:10</td><td colspan="5">School opening activities</td></tr>
<tr><td></td><td colspan="3">Language Arts/Reading</td><td>Social Studies</td><td>LA/ Reading</td></tr>
<tr><td>10:10-10:30</td><td colspan="5">Recess</td></tr>
<tr><td></td><td>Math</td><td>Social Studies</td><td>Math</td><td>LA/ Reading</td><td>Social Studies</td></tr>
<tr><td>11:45-12:30</td><td colspan="5">Lunch Break</td></tr>
<tr><td>1:00</td><td rowspan="2">Art</td><td>Math</td><td rowspan="2">Science</td><td rowspan="3">Science</td><td rowspan="2">Math</td></tr>
<tr><td>1:15
1:30</td><td rowspan="2">Physical Education</td></tr>
<tr><td>2:00</td><td>Music</td><td>Music</td><td>Physical Education</td></tr>
</table>

The time modules for the subject areas are as follows for the week: Language Arts/Reading (555 minutes); Social Studies (270 minutes); Science (150 minutes); Mathematics (225 minutes); Physical Education (105 minutes); Art (60 minutes), and Music (60 minutes).

that an examination and the ensuing discussing of the time structure will encourage more deviations from the tight block schedule toward the "open" self-contained classroom (see Figure 1).

The time frames given to the various subject areas are not based on a set structure. For many years, the teachers with the Hawaii Department of Education used the "pie" chart to determine the weekly blocked schedule. The "pie" chart, for example, specified sixty minutes for developmental reading and forty minutes for mathematics at the upper elementary grades daily. Adherence to the "pie" chart was highly recommended.

The suggested "open" self-contained classroom weekly schedule may change from day to day. What is important is that the teacher will have sufficient time to meet the objectives of the lesson at a pace consistent with meeting the needs of all of the students in the classroom.

There is much to be done to make schools consistent with the changing times. The self-contained classroom has tremendous potential for incorporating the innovations of the open classroom. If openness is consistent with the changing times, then let's open the self-contained classroom.

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Schedule 1

EXAMPLE OF ELEMENTARY SCHOOL SCHEDULE

Team 1		
K-1	8:05 - 8:30	Morning Business
	8:30 - 10:00	HEP - Language Arts
	10:00 - 10:15	Recess
	10:15 - 11:30	Number Experiences
	11:30 - 12:00	Lunch
	12:00 - 12:45	Social Studies, Science
	12:45 - 1:00	Recess
	1:00 - 2:15	Art, music, P.E.
Team 2		
2-3	8:05 - 8:30	Planning
	8:30 - 9:15	Math
	9:15 - 10:00	Social Studies, Science
	10:00 - 10:15	Recess
	10:15 - 12:00	HEP - Language Arts
Team 5		
	8:05 - 8:20	Homeroom
	8:20 - 10:00	Language Arts
	10:00 - 10:15	Recess
	10:15 - 11:45	Math, Social Studies, Science (Back to Back)
	11:45 - 12:15	Lunch
	12:15 - 12:45	Continue Math, Social Studies Science
	12:45 - 1:00	Recess
	1:00 - 2:15	Music, Art, Health (Back to Back)

Wahiawa Elementary School
September, 1976

Schedule 2

DAILY SCHEDULE

	REGULAR		SPECIAL*	
	TIME	(Minutes) LENGTH	TIME	(Minutes) LENGTH
Teacher Reporting	7:50	////////	7:50	////////
Opening	7:50 - 8:00	10	7:50 - 8:00	10
Student Reporting	8:00	////////	8:00	////////
Homeroom	8:00 - 8:10	10	-	-
Instruction	8:10 - 9:50	100	8:00 - 9:50	110
Recess	9:50 - 10:05	15	9:50 - 10:05	15
Instruction (4-6)	10:05 - 11:40	95	10:05 - 11:40	95
Instruction (K-3)	10:05 - 10:55	50	10:05 - 10:55	50
*Passing & Lunch (K-3) *Passing & Lunch (4-6)	10:55 - 11:30 11:40 - 12:15	35 35	10:55 - 11:30 11:40 - 12:15	35 35
*Recess (K-3) *Recess (4-6)	12:45 - 1:00 12:15 - 12:30	15 15	12:45 - 1:00 12:15 - 12:30	15 15
Instruction (K-3)	11:30 - 12:45 1:00 - 2:05	75 65	11:30 - 12:45 1:00 - 1:20	75 20
Instruction (4-6)	12:30 - 2:05	95	12:30 - 2:05	50
Student Dismissal	2:05	////////	1:20	////////
Closing	2:05 - 2:10	5	1:20 - 1:25	5
Teacher Preparation	2:10 - 2:50	40	1:25 - 2:05	40
Meeting			2:05 - 2:50	45
Teacher Dismissal	2:50	////////	2:50	////////
		420		420

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:10	Homeroom	→	→	→	→
8:25-9:45	HEP	→	→	→	→
9:45-10:00	Recess	→	→	→	→
10:00-10:45	Music	HPE	Social Studies (Films)	Art	HPE
10:45-11:30	Social Studies	Social Studies	Language Arts	↓	Social Studies
11:30-12:15	Health and Lunch	→	→	→	→
12:15-12:45	Language Arts	Language Arts	Music	Language Arts	Language Arts
12:45-1:00	Recess	→	12:30 Recess	12:45 Recess	→
1:00-1:45	Math	Language Arts	12:40 Math	Math	Math
1:45-2:10	Science	1:30 Math		Music	Science
2:10-2:15	Homeroom & Dismissal	→	→	→	→

Grade	60 min.	60 min.	60 min.	40 min.	60 min.	60 min.	60 min.
7	Core			LUNCH	Exploratory	Math	Physical Education
8	Core		Explor-atory		Exploratory	Math	Physical Education
9	Core		Explor-atory		Elective	Math Elective	Physical Education

SUGGESTED TIME ALLOTMENT FOR JUNIOR HIGH SCHOOL PROGRAM BY GRADES

Nelson L. Bossing and Roscoe V. Cramer, The Junior High School. pg. 174., 1966.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
I 8:15	American Literature Lecture	Quiz-Study Section B	American Literature Lecture	Quiz-Study Section B	American Literature Lecture
II 9:15	French III	Art III	French III	Art III	French III
III 10:15	American History Lecture	American History Lecture	American History Lecture	Quiz-Study Section D	Quiz-Study Section D
IV 11:15	Algebra IV		Algebra IV		Algebra IV
V 1:00	P.E.		P.E.		P.E.
VI 2:00	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry
VII 3:00	Band	Laboratory	Band	Laboratory	Band

A Varied-Schedule Program for an Eleventh Grade Student [1]

[1] Anderson and Van Dyke, Secondary School Administration, p. 164

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:30	Large Group Instruction	Individual Study	Large Group	Large Group	Large Group	
9:00						
9:30						
10:00	Small Group Discussion		Small Group		Small Group	Individual
10:30						
11:00					Individual Study	
11:30	Large Group Instruction	Large Group Instruction	Large Group	Individual		
12:00	Lunch and Activities					
1:00	Individual Study	Small Group	Small Group	Small Group	Large Group	
1:30						
2:00		Large Group	Individual Study			Individual
2:30						
3:00		Individual Study		Individual Study		
3:30	Small Group				Small Group	

How a Student Might Spend Time in the Secondary School of the Future.[11]

[11] J. Lloyd Trump, Images of the Future (Urbana, Illinois: Commission on the Experi mental Study of the Utilization of Staff in the Secondary School, 1959), p. 12. Reprinted by permission of the author.

Schedule 6

Schedule 7

Time	Mon.	Tues.	Wed.	Thurs.	Fri.
30 min.	1	2	3	4	5
80 min.	2	3	4	5	6
50 min.	3	4	5	6	1
70 min.	4	5	6	1	2
30 min.	5	6	1	2	3
110 min.	6	1	2	3	4

FIGURE 5.18. Rotation Schedule with Time Variation.

Period	Mon.	Tues.	Wed.	Thurs.	Fri.
1	Eng.	Eng.	Eng.	Eng.	P.E.
2	P.E.	Geom.	Geom.	Geom.	Geom.
3	Hist.	Hist.	P.E.	Hist.	Hist.
4	Elective	P.E.	Elective	Elective	Elective

The Floating Period: Physical Education

Teacher	Homeroom 8:45-3:57	Periods I 9:00-9:57	II 10:00-10:57	III 11:00-11:57	Lunch 12:00-12:40	IV 12:40-1:37	V 1:40-2:37	VI 2:40-3:37
Miss A	8th 219	Eighth, English, Social Studies		Conference		Eighth, English, Social Studies		Conference
Mr. B	8th 320	Eighth, English, Social Studies		Eighth Reading		Ungraded 8-9 Eng.	Remedial 8th Eng.	Conference
Mrs. C	7th 217	Remedial 8th Eng.	Ungraded 10-11 Eng.	Ungraded 8-9 Eng.		Seventh Reading	Confer-ence	Reading Testing
Mrs. D	7th 114	Eighth, English, Social Studies		Conference		Seventh Reading	Eighth, English, Social Studies	
Miss E	7th 216	Confer-ence	Seventh, English, Social Studies ----------				Seventh, English, Social Studies	

Portion of a Block-Time Schedule.[8]

[8]Lester W. Anderson and Lauren A. Van Dyke, Secondary School Administration, (Boston: Houghton Mifflin Co., 1963), p. 162. Reprinted by permission of the publisher.

Schedule 8

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	W. Hist.	W. Hist.	W. Hist.	W. Hist.	Eng. 2
2	Math	Math	Math	Eng. 2	Math
3	Biology	Biology	Advisory Homeroom Activity	Biology	Biology
4	Spanish I	Eng. 2	Spanish I	Spanish I	Spanish I
5	Eng. 2	P.E.	P.E.	P.E.	P.E.

Floating Schedule with English 2 the Floating Subject.

Schedule 9

B E L L S C H E D U L E : A C T I V I T Y

ON CALL

Whenever a school activity requires a block of time, the 40 minute block of time scheduled at the end of the day may be "floated" on Fridays. Notification must be given to the vice principal five (5) days before the scheduled event. (See Student Activities Procedure)

Friday Activity Schedule

Period	Other	Time	Minutes
	Opening	7:55 - 8:00	5
RR&Period 1		8:00 - 9:11	71
	Passing	9:11 - 9:15	4
Period 2		9:15 -10:17	62
	Recess	10:17 -10:32	15
Period 4		10:32 -11:34	62
1st LUNCH	Lunch	11:34 -12:04	30
	Passing	12:04 -12:03	4
Period 5		12:08 - 1:10	62
	Passing	1:10 - 1:13	3
2nd LUNCH			
	Passing	11:34 -11:33	4
Period 5		11:38 -12:40	62
	Lunch	12:40 - 1:10	30
	Passing	1:10 - 1:13	3
	ACTIVITY	1:13 - 1:53	40
Period 6		1:53 - 2:55	62

Schedule 11

B E L L S C H E D U L E : A C T I V I T Y

Monday	Tuesday	Wednesday	Thursday	Frid
1	1	3	1	1
2	2	4	2	2
3	3	5	3	4
4	4	6	5	5
5	6		6	6

Monday, Tuesday, Thursday, Friday Schedule

Period	Other	Time	Minutes
	Opening	7:55 - 8:00	5
RR&Period 1		8:00 - 9:11	62
	Passing	9:11 - 9:15	4
Period 2		9:15 -10:17	62
	Recess	10:17 -10:32	15
Period 3/4		10:32 -11:34	62
1st LUNCH	Lunch	11:34 -12:04	30
	Passing	12:04 -12:08	4
Period 4/5		12:08 - 1:10	62
	Passing	1:10 - 1:13	3
2nd LUNCH	Passing	11:34 -11:38	4
Period 4/5		11:38 -12:40	62
	Lunch	12:40 - 1:10	30
	Passing	1:10 - 1:13	3
Period 5/6		1:13 - 2:15	62
	Teacher Prep	2:15 - 2:55	40

Period	Wednesday Schedule	Minutes
Opening	7:55 - 8:00	5
RR&Period 3	8:00 - 9:11	71
Recess	9:11 - 9:27	16
Period 4	9:27 -10:29	62
Passing	10:29 -10:34	5
Period 5	10:34 -11:36	62
Lunch	11:36 -12:16	40
Period 6	12:16 - 1:13	62
Prep	1:18 - 1:58	40
Teachers' Meeting	1:58 - 2:55	37

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